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A Profile of Women's College Presidents

Summary Report

The Women's College Coalition
Washington, D.C.

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INTRODUCTION

Over the past several years, the Women's College Coalition has conducted several topical research studies focusing on different aspects of the single-sex college for women.

Two annual versions of "A Profile of Women's Colleges" (1980 and 1981) have focused on institutional characteristics, enrollment trends, faculty and administrative composition, student characteristics, and patterns of revenues and expenditures.

The data in these profiles, combined with readily-available data from other sources, have documented the high incidence of women leaders in teaching, administrative and governance positions at women's colleges, and the especially high incidence of women presidents. This information reveals that more than two-thirds of all women's college presidents are female (compared with about 8% nationwide) and that women's colleges account for nearly half of all women presidents of four-year colleges and nearly a third of all the women in the country who are college presidents - although women's colleges themselves are only 4% of all institutions of higher education.

A more comprehensive project of the WCC, "A Study of the Learning Environment at Women's Colleges," moved beyond the quantifiable characteristics of the "Profiles" to provide a descriptive report of the environment, or climate, in which women's college students and faculty live, learn and work.

This study probed perceptions of the mission of the women's college as described by women's college faculty and presidents. It looked at the institutional reward system, and at faculty attitudes toward teaching, toward interaction with students, and toward the kind of curricular change designed to bring about full recognition of women in the academic process and the intellectual life of the college.

One of the key findings of the "Learning Environment" study was the importance of the role of the women's college president in shaping and articulating the mission of the college. Presidents in that study, both male and female, clearly perceived the mission of their colleges as an "equity mission" - a mission they related to encouraging women to take leadership roles, to develop independence and self-confidence, to prepare for new roles, and to fight stereotypes. There was also, in the "Learning Environment" data, a strong suggestion that the faculty of women's colleges noticed - and in many cases felt called upon to respond affirmatively to - that presidential articulation of mission.

This documentation of both the high incidence of women presidents in women's colleges and the importance of the president in affirming the mission of the college provided the impetus for the present study, "A Profile of Women's College Presidents." Its purpose is to provide descriptive information of the women and men who serve as chief executive officers of women's colleges. As in other studies of the Coalition, the focus is indeed descriptive: we have not attempted to gather or incorporate comparative data on presidents of other kinds of colleges, or to draw conclusions about possible differences between women's college presidents and other presidents.

Many studies have been conducted in recent years on "the executive female" in corporate or other settings (see, for example, Hedrick and Struggles 1980, or Hennig and Jardim, 1977) and, more specifically, on the women college president (McGee, 1979 and Thurston, 1975) or on the college president, male or female. In general, those studies which are set in a context broader than higher education have not included academic women in their sample, and those focusing specifically on college presidents have either not dealt with women ("The College President - Who Is He?") or have focued on lay women and largely omitted the women religious and the male presidents who are important components of women's college leadership.

This study thus complements those earlier ones. In focusing entirely on women's colleges, it provides an intensive view of college presidencies in settings particularly dedicated to the advancement of women. And, because of the composition of the women's college president group, the study also provides a valuable portrait of women presidents in general, women religious who are presidents, and men who are presidents of women's colleges.

HIGHLIGHTS OF THE REPORT

- More than two-thirds (68%) of all presidents in this study are women.

- Presidents have been at their present colleges for an average of seven years, and came to their presidencies an average of 22 years after earning their baccalaureate degrees.

- The most frequently reported range for cash salaries is $50-60,000 annually.

- Sixty-one percent of the women presidents are first born or only children, compared to 37% of males. Forty-four percent of the mothers of women presidents worked outside the home and 24% worked regularly. For men, the comparable figures are 32% and 5%.

- Presidents as a whole are most apt to have been development or financial vice presidents (23%) or chief academic officers (22%) immediately prior to taking on their presidencies. For women, the most prevalent previous job was the academic one; for men the financial or development post.

- Presidents are widely involved in leadership roles beyond their own institutions. Ninety-five percent of both men and women are on corporate, or non-profit boards of directors. One woman president in three is on a corporate board; for men the number is one in five.

- When tracing factors in their own career success, both men and women rank "personal abilities" as most important. For other factors women presidents place more weight than do men on the role of mentors and other supporting individuals, while men are more apt than women to attribute success to appropriate prior experience and to luck.

- Sixty-three percent of all presidents in the study have had mentors and, of these, more than half feel that the relationship was very important to their careers. Women are slightly more apt to feel this than men.

- Sixty-five percent of the presidents are currently mentors, and of these, men are slightly more apt than women to rate these relationships as very important to the mentees' careers.

- For the total group of presidents, the "exclusion of women from the male networking process" is the number one barrier to the advancement of women into higher education leadership positions. In citing additional reasons, men are more apt than women to focus on the temperament and training of women (e.g., "reluctance to take risks"); women more apt than men to cite discrimination in one form or another.

- A majority of presidents support these public policy positions with implications for women and work: equal pay for equal work, equal pay for work of equal value, right to resume same or equivalent work after maternity, flex-time, and tax deductions for childcare expenses.

A Note on Methodology and Reporting Categories

The Profile of Women's College Presidents is based on a survey developed and compiled by the Women's College Coalition. The surveys were distributed and completed during the fall of 1981.

Of the 114 women's college presidents queried, 60 (53%) returned the questionnaires. Of those responding 41 (68%) were women, compared to 77 (67%) of all women's college presidents. Nineteen of the respondents (32%) were male.

Among the women in the survey, there are two distinct groups. The first is women presidents of historically Catholic colleges. These colleges, most often founded by orders of teaching nuns, were typically classified in the past as church affiliated but are now often formally independent. In this survey, 26 of these colleges are headed by women, 24 of whom are members of religious orders. This group of 26 women is referred to in the report with the shorthand "HC" to indicate the "historically Catholic" colleges over which they preside.

The second group of women in the survey is composed of women presidents of protestant-affiliated, public, or historically independent colleges. These presidents are all lay women; there are 15 of them in this survey and, as a group, they are referred to in the report as "HI" for "historically independent."

These two sub-groups of women are compared only when there are significant differences between them.

For further information on the survey methodology and reporting, contact the Women's College Coalition.

SUMMARY REPORT OF THE FINDINGS

I. PERSONAL STATUS

Sex: Females provide the leadership for more than half (68%) of the women's colleges in the response group. Women presidents are more predominant in the historically Catholic institutions than in the remaining institutions (93% vs. 47%).

Age: The majority of all these presidents are between 40 and 59 years old (77%). An equal percentage (38%) are between 40 and 49, and 50 and 59. Female heads of historically Catholic institutions (the HC group), and male presidents, are generally older than women of the historically independent institutions (the HI group), as 19% of the HC women and 32% of the men are 60 or older. In the HI group only 7% are 60 or older, and 13% are between 30 and 39.

Marital Status: Less than half of all presidents (47%) are married and males are more likely than females to be married (95% vs. 24%). Because these data include, however, a significant number of women religious, it is important to look separately at the female heads of the HI group. Nearly two-thirds (60%) of this latter group are married.

Employment Status of Spouse: More than half of the wives of the male presidents (53%) are not employed outside the home. All male spouses of female presidents are employed.

Children: Nearly all (87%) the presidents who are or who have been married have children, although men are more likely than women to have children (89% vs. 82%). Females are most likely to have one or two children (78%), while the males have larger families - 59% have three or more children, and none have only one child.

II. FAMILY BACKGROUND

Birth Order: Sixty-one percent of all women presidents - 50% of those in the HC group and 80% of the HI group - are only children or first-born children. For men presidents, this factor appears less significant, with 37% in the first-born or only child category.

Employment Status of Mother: For all presidents in the sample, there is a greater significance for the women to have mothers who worked than there is for the men. Forty-four percent of the mothers of women presidents worked outside the home, compared to 32% of the mothers of men presidents. And when data on mothers who worked regularly are considered, the difference is even more striking: 24% of the women presidents' mothers were in this category, compared to only 5% of the mothers of male presidents. The incidence of the working mother was not very different for women presidents of the HC and the HI groups.

Parents' Education: Across the board, women's college presidents come from families where 30% of all fathers and 22% of all mothers completed at least baccalaureate degrees, and 7% and 5%, respectively, completed graduate degrees.

When the data are examined in relation to the different kinds of colleges in the survey, two interesting patterns emerge:

- Both women and men presidents of historically Catholic colleges[1] are overwhelmingly first generation college graduates themselves (with 4% of fathers and 11% of mothers having completed college). These presidents thus confirm, by personal experience, the often-stated special role of the historically Catholic college in opening higher education and higher education leadership to new populations.

- Women presidents of the HI group tend to come from the most highly educated families in the entire survey group, and show significant differences when compared to the men presidents of historically independent colleges. Again, the differences for the mothers is the most striking. Forty-seven percent of the mothers of these women presidents had earned undergraduate degrees and 20% had earned graduate degrees, compared to 16% and 0%, respectively, for men. For the fathers, 67% of these women presidents reported fathers with at least a baccalaureate degree, compared to 42% of men presidents.

III. ACADEMIC BACKGROUND

Type of Undergraduate Institution: A majority of the presidents (70%) received their undergraduate degrees from the same type of institutions they are now heading - small (enrollment less than 2500), private, undergraduate colleges. In fact, more than a third of all women (37%) and half of the women in the HC group have returned to their alma maters as president.

Single-Sex Institutions: Women presidents are nearly twice as likely as the male presidents to have attended single-sex institutions - 71% compared to 37%. Female presidents of the HC group are more likely than the females in the HI group to have attended such institutions (85% vs. 47%), but this factor in achievement appears to have been important to women in both groups.

Discipline: Overall, the largest group of presidents earned their highest degrees in the fields of the arts and humanities. Women, however, are less likely to have studied these disciplines than men, as nearly half (44%) of all women presidents earned advanced degrees in the natural and mathematical sciences (20%), education (15%), or management (10%)[2]. Less than a quarter of the men (21%) earned advanced degrees in these fields.

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1. This group includes two men and 26 women.
2. Figures do not equal 44% because percentages are rounded up.

IV. CAREER DEVELOPMENT

Teaching Experience: Most women's college presidents, male and female, have held teaching jobs in higher education. A majority of all the sub-groups, in fact - men and women, HC women and HI women - have been in one to three teaching positions excluding graduate assistantships. A quarter of the presidents, however - 22% of the women and 32% of the men - have never taught in higher education.

Switch to Administration: As has been true in other educational settings, the men in the survey advanced into administration earlier in their careers than women. Thus 53% of male presidents had moved into administrative jobs within ten years of the baccalaureate degree, compared to 32% of females. Among the women, those in the HI group moved more rapidly into administration, showing 47% in administrative jobs within ten years of receiving a baccalaureate degree, compared to 23% of the HC group.

Years of Work Before Presidencies: Although the men moved sooner into administration, they did not reach their presidencies significantly sooner. The average interval between the undergraduate degree and the first presidency was 22 years, 21 for women and 22 for men. Among the women, the figures were 22 for the HC group, 21 for the HI group.

Number of Presidencies: Every woman president in the survey is in her first presidency, a fact reflective of two different trends - the quite recent incidence of women presidents in historically independent institutions, and the long pattern of service in a single institution which is characteristic of the presidents of the HC group. Nearly a third of the male presidents (32%) are in a second presidency, and 5% in at least a third.

Career Path Within the Institution: The experience of the men and women in the survey is quite different with respect to a career path within the institution now headed as president. No men reported a significant path in their current institution, but for 41% of the women, the colleges they now head provided them with significant opportunities for advancement. This is more true in the HC group (65%) than in the HI group (27%). For all women reporting such advancement, the work is most apt to have included both teaching and administrative work, rather than either one or the other.

Position Prior to Presidency: In their immediately prior positions, women's college presidents are most apt to have held jobs in these four categories: Provost, academic vice president or dean of faculty (22%); development or financial vice president (23%); member of teaching faculty (17%); or student life officer, personnel officer or registrar (15%).

Women are more apt than men to have been the provost or other academic officer (24% vs. 16%) and significantly more likely to have been in teaching posts (20% vs 11%). They are less apt to have been a development officer (20% vs. 32%) or to have been in student affairs or personnel (12% vs. 21%). The last fact in particular appears to dispute, at least for the women's college setting, the stereotype of women rising through personnel administration.

Differences here between the two groups of women presidents are not significant, with the one exception that the women of the HI group are much

more likely to have been the provost or other academic officer than the women of the HC group (40% vs. 15%) and less apt to have come from work with higher education or religious associations or secondary schools (7% vs. 31%).

Personal Future Plans: When queried about their own future plans, virtually all responding presidents indicated that they plan to stay in their current jobs for the near future (up to about five years). Plans after that vary somewhat between men and women. Women are most apt to project staying in their present institutions for the long-term; choices after that are to leave higher education or to return to teaching and/or do research. The men cited retirement as the most frequent option beyond the near future, followed by staying in their present institutions, teaching and/or doing research, or moving to another presidency. (Another presidency was cited specifically by only one of 28 women responding to this question.)

Perceptions of Factors in Career Success: When queried about factors which contributed significantly to their personal career success, the total group of presidents ranked "personal abilities or characteristics" (confidence, drive, ability to take risks, sense of humor, etc.) as most important. This was followed by "appropriate experience" (academic discipline, committee work, fund raising, etc.) second; "support" (from mentors, family, releigious community, etc.) third; and "luck" (right time/right place) fourth.

When the ranked factors are examined separately for men and women, it is apparent that women place significantly more weight than men on the critical role of mentors and other supporting individuals. Men, on the other hand, are slightly more apt to attribute their success to each of the other three factors - personal ability, appropriate experience, and luck.

Table I

Factors Contributing to Career Success*

Factor	Percentage of Replies Falling in this Category		
	% Total	% Women**	% Men
Personal Abilities, Characteristics	42	41	44
Appropriate Experience	27	25	30
Support/Mentors	22	28	12
Right Time/Right Place	9	6	14

* Factors were categorized by researchers.
** There is no significant difference among the HI and the HC groups of women.

V. SALARIES AND BENEFITS

Cash Salaries: The cash salaries (or equivalents[3]) of most of the women's college presidents in the survey fall between $30,000 and $60,000, with fairly even distribution across that range. Twenty-three percent report salaries of $30-40,000; 23% between $40-50,000; and 28% - the largest cluster - from $50-60,000. This same general pattern holds true for men and women if they are considered as separate sub-groups.

When the two sub-groups of women presidents are looked at separately these patterns emerge. For the women of the HC group, the cash value of most salaries is from $30-50,000, with an identical percentage (27%) reporting in each "decile." For the HI group, salaries between $50-60,000 are reported by 40%, with an equal percentage (27%) reporting below that amount and above it.

Given the 27% reporting salaries of $60,000 and above, the presidents of these historically independent colleges are in fact the most highly paid of all women's college presidents, male and female.

Benefits: The majority of all presidents reported that a house (63%) and a car (68%) go with the job. Thirty percent cited tuition coverage for children. Men do somewhat better than women in the benefits area and the HI group of women are more apt to have certain benefits - houses, tuition for children or relatives - than the HC group. Thus 95% of all men, 87% of all women of the HI group and 27% of the HC group indicated houses; 79% of the men, 73% of the HI group and 58% of the HC group reported cars; and 47% of men, 47% HI women and 8% HC women reported coverage of tuition costs for children and/or relatives.

VI. COMMUNITY AND ORGANIZATIONAL INVOLVEMENT

Service on Boards: The leadership role of women's college presidents clearly extends beyond their own institutions. Nearly all of the presidents in the survey (95% of the total, and of both the women and men) serve on one or several boards of corporations, education associations, banks, other educational institutions, women's organizations, hospitals or local non-profit, charitable organizations.

The most common boards on which women's college presidents serve are local non-profit organizations (i.e., YMCA, YWCA, United Way, hospitals, Heart Association) (53%), or higher education associations on all levels - state, regional and national (51%).

Corporate Boards: Thirty percent of all presidents are board members of banks or corporations. The women presidents of the HI group are most active in

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3. Many of the women presidents of historically Catholic institutions indicated the cash equivalent or book value of their salaries.

this area: 57% of these women report corporate board involvement, compared to 20% of the HC group and 22% of the men.

College Boards: Overall, 18% of the presidents are trustees of other institutions of higher education - 20% of the women and 11% of the men. Among the women, 24% of the HC group and 14% of the HI group report this involvement.

Activity as Founders of Organizations: A significant group of presidents (22%) noted that they are founding members of organizations - 24% of the women and 16% of the men. For many of the women, these organizations include women's networking groups, and other organizations that serve the needs of women.

Professional Societies: While most presidents have not continued to teach in their disciplines, a majority (67%) are members of professional and scholarly organizations. Most of these presidents (78%) are not active in these organizations, but a significant minority (22%) did indicate that they actively participate in their professional and scholarly organizations.

VII. MENTORING

Responses from women's college presidents concerning their roles as both mentors and mentees suggest the impact of mentors in their own professional development, particularly for women, and also indicate the nature of the mentoring these presidents are providing young women. Mentoring was defined in the survey as a long-term, professionally-centered relationship between two individuals in which the more experienced individual, the mentor, guides, advises and assists in any number of ways the careers of the less experienced, often younger protege.

Role of Mentors in the Professional Development of Presidents in the Study

A majority of the presidents (63%) have had mentors - 66% of the women and 58% of the men. Among the women, presidents of the HI group are more likely to have had mentors than those of the HC group - 80% compared to 58%.

Importance of Mentors: The presidents are in general agreement on the important influence that their mentors had in their career development. More than half (53%) feel their relationship with their mentors was very important to their careers, and 42% feel it was somewhat important. Among the sub-groups, the men and the women in the HC group are less likely to give their mentor relationships a high rating (46% of the men and 47% of the HC women see their relationship "very important") then are the women of the HI group (67% rated their relationship "very important" to their careers).

Sex and Profession of Mentors: Very different patterns emerge, however, with respect to the sex and position of the mentors of the men and the two groups of women.

- The women in the HC group primarily identified with female mentors (47% listed only females, and 27% listed both males and females), although a significant percentage (27%) were mentored only by males. The mentors

of these women were much more likely to be faculty members than administrators - 59% of the mentors listed are faculty members compared to 24% who are described as college administrators.

- Women in the HI group, on the other hand, were more apt (83%) to list mentors of both sexes. An equal percentage (8%) listed only males or only females. Unlike the mentors of the HC group, the listed mentors of the HI presidents are almost as likely to be administrators (44%) as faculty members (48%).

- All of the males reported that they were mentored by only males. Their mentors were administrators (53% of the mentors listed are administrators; 40% are faculty members), suggesting that the men focused on advancing into administration sooner than the women presidents.

Role of Women's College Presidents as Mentors

Nearly two-thirds of all presidents (65%) said they are currently serving as mentors - 63% of all women and 68% of the men. The most active group with respect to mentoring are the women presidents of the HI group, with 87% indicating that they are mentors.

Sex of Mentees: The women in the survey are more likely to serve as mentors to only women than are men to mentor only men (73% vs. 46%). Although women presidents of the HC colleges are more likely to mentor only women than their counterparts of the HI group (92% vs. 57%), both groups serve as mentors and role models to a substantial number of women.

Overall, 31% of the presidents have both male and female mentees - 27% of the women and 39% of the men.

Mentoring Activities: Mentoring activities that presidents cited include counseling, "firm pushing," writing letters of introduction and reference, making nominations, and, if mentee is a member of the president's staff, providing opportunities for varied work experience.

Perception of Impact: Eighty percent of the presidents who are mentors indicated that they feel they have had an important influence on their mentees' career advancement. (Sixty-two percent rate the impact "somewhat important.") A smaller group - 18% - rate this relationship as very important to their mentees' careers. Interestingly, men are more likely to give their relationships this higher rating than women (31% vs. 12%).

Mentee/Mentor: Finally, the data establish a strong correlation between having had a mentor and becoming a mentor. Virtually all (90%) of the presidents who have had mentors are currently themselves serving as mentors. Only 24% of those who did not experience a mentoring relationship in their own career development now report mentees.

IX. VIEWS ON THE ADVANCEMENT OF WOMEN IN HIGHER EDUCATION

Presidents in the survey were asked to rank the reasons they believe to be responsible for the low numbers of women who have risen to positions of leadership in higher education.

All presidents - male and female - attach top responsibility to the exclusion of women from the male networking processs. Interestingly, however, there is virtually no agreement among men and women beyond that. For women, the key barriers are "lack of role models" (ranked second most critical) followed by "male domination of boards of trustees" and "discrimination or prejudice against women" (both ranked third). For men, the barriers are "lack of appropriate preparation or skills" (ranked second) and "women's reluctance to take risks" (ranked third).

Table II

Barriers to the Advancement of Women in Higher Education

Barrier	Rank				
	Total	Total Women	HC Women	HI Women	Men
Exclusion of Women from Male Networking Process	1	1	1	2	1
Lack of Role Models for Women	2	2	2	2	
Male Control of Board of Trustees	3	3	3	2	
Discrimination or Prejudice Against Women	3	3	4	1	
Lack of Support for Young Women					4
Lack of Appropriate Preparation or Skills					2
Women's Reluctance to Take Risks					3

X. VIEWS ON ISSUES OF WOMEN AND WORK

Both men and women presidents of women's colleges strongly support several public policy positions with implications for the status of working women.

Equal Pay: Men and women presidents overwhelmingly approve of the concept of equal pay for equal work (95%) with men more likely to support this concept than women (100% vs. 93%), and 80% of the presidents (81% of the women and 79% of the men) approve of equal pay for work of equal value.

Maternity Leave and Benefits: A majority (88%) of the presidents support the right to resume the same or equivalent work after maternity leave and slightly more men than women support such a right (90% vs. 88%). Fifty-five percent of the presidents (61% of the women and 42% of the men) approve of maternity leave benefits comparable to disability benefits.

Flextime: Most of the presidents (78%) endorse the concept of flextime - 81% of the women and 74% of the men.

Tax Deductions for Child Care Expenses: A majority of the presidents (62%) support these tax deductions, although men are less likely than women to support such a measure (42% vs. 71%).

The differences in views among the two groups of women is not significant on any of these issues.

XI. VIEWS ON TRENDS IN HIGHER EDUCATION

Women's college presidents, male and female, expressed optimism about the developments of the last five years as they apply to a broad range of teaching and quality of program issues.

Improving Trends: More than three-quarters of all presidents in the survey group believe that over the last five years there has been an increase in the quality of administrators, in the quality of leadership, and in the quality of academic programs. More than 70% cited increases in support for women's issues, in the quality of faculty scholarship and in the quality of teaching as well. No president cited a decrease in support of women's issues.

Presidents in the group are less optimistic in other areas, however. Only a slight majority (57%) see for the last five years an increase in the morale of faculty and an even slighter majority (50%) think the quality of students has improved. (These two areas - faculty morale and quality of students - also account for the greatest decreases noted by presidents, as 28% think there has been an erosion of faculty morale and 28% indicate a decline in quality of students.)

There is also an obvious perception of "negative increase," as a full 87% of all presidents feel that competition for students has increased.

When the three sub-groups are examined, the men presidents and the women of the HC group appear more sanguine about the trends of the last five years on most of the key issues than the women of the HI group. Competition for students is the only exception to this pattern, as the chart indicates:

Table III

Trends at Women's Colleges In The Last five Years

Issue	Percentage indicating moderate or major increase				
	% Total	% Total Women	% HC Women	%HI Women	% Men
Competition for Students	87	85	92	73	100
Quality of Academic Programs	80	78	85	67	94
Quality of Administraion	77	73	85	53	94
Quality of Leadership	77	78	88	60	82
Support of Women's Issues	73	71	69	73	88
Quality of Faculty Scholarship	72	71	81	53	82
Quality of Teaching	72	73	88	47	76

Issue	Percentage indicating moderate or major decrease				
	% Total	% Total Women	% HC Women	% HI Women	% Men
Morale of Faculty	28	24	19	33	41
Quality of Students	28	34	31	40	18

Priority Issues of Concern: Looking ahead, the presidents in the survey share the concerns of most college presidents and especially the concerns of those in small, predominantly private non-research institutions.

Thus, these issues were ranked by 90% or more of all presidents as being high priority in the next five years:

- private support for students
- alumnae relations
- student recruitment
- foundation/corporate support for institutions.

These additional issues were ranked high priority by at least 80% of presidents:

- o public perception of the institution
- o federal financial support for students
- o student retention.

On these seven priority issues, there is little disagreement among the men and two sub-groups of women. Beyond these high priority issues, some important differences do emerge.

Student development is viewed as a priority issue by a majority (72%) of all the presidents, although the men, and the HC women are more likely to have ranked the issue as a high priority (79% and 77% respectively) than are women of the HI group (53%).

Almost all of the women of the HC institutions (96%) see programming for older women as an issue of high priority, while only 42% of this group view women's studies/new scholarship as a high priority issue. In the HI group, 73% see women's studies/new scholarship as a priority concern while a smaller majority (60%) see programming for older women as an important issue. For the men, slightly more than half, (58%) have placed programming for older women high on their agenda, and less than a third (32%) have women's studies high on their agenda for the next five years.

Goals and Obstacles: The focus, in the above responses, on fund raising, student recruitment and student financing is reinforced by responses the presidents made to two open-ended questions on their personal goals for their own institutions, and on what they perceive to be the obstacles to achieving those goals. Responses to the open-ended questions suggest a greater priority, however, on curricular and personnel issues, than the closed-ended trend questions above.

Table IV

Presidents' Goals and Obstacles for Institution[1]

Goal	Rank				
	Total	Total Women	HC Women	HI Women	Men
To achieve/maintain financial stability, increase development activity	1	1	1	4	1
To strengthen academic program/ revise curriculum	2	2	2	2	3
To build endowment	3	3	4	1	4
To build enrollment/increase student quality	4	4	5	3	2
To build/develop faculty and personnel	5	5	3	5	5

COLLEGES PARTICIPATING IN THIS STUDY

Agnes Scott College (GA)
Aquinas Junior College (MA)
Barat College (IL)
Bennett College (NC)
Blue Mountain College (MS)
Bryn Mawr College (PA)
Castle Junior College (NH)
Cedar Crest College (PA)
Chestnut Hill College (PA)
Colby Sawyer College (NH)
Colorado Women's College (CO)
Columbia College (SC)
College of New Rochelle (NY)
College of Notre Dame of Maryland (MD)
College of Mount Saint Joseph on the Ohio (OH)
College of Saint Benedict (MN)
College of Saint Elizabeth (NJ)
Cottey College (MO)
Felician College (NJ)
Georgian Court College (NJ)
Goucher College (MD)
Harcum Junior College (PA)
Hartford College for Women (CT)
Hollins College (VA)
Hood College, (MD)
Lasell Junior College (MA)
Marymount College (NY)
Marymount College (VA)
Marymount Manhattan (NY)
Marywood College (PA)
Meredith College (NC)
Midway College (KY)
Mills College (CA)
Molloy College (NY)
Mount Saint Mary's College (CA)
Mount Vernon College (DC)
Mundelein College (OH)
Notre Dame College (OH)
Peace College (NC)
Pine Manor College (MA)
Rosemont College (PA)
Sacred Heart College (NC)
Saint Mary's College (IN)
Saint Mary's College (NC)
Saint Theresa College (MN)
Salem College (NC)
Scripps College (CA)
Seton Hill College (PA)
Smith College (MA)
Southern Seminary Junior College (VA)
Stephens College (MO)
Sweet Briar College (VA)
Texas Women's Univeristy (TX)
Trinity College (DC)
Trinity College (VT)
Ursuline College (OH)
Villa Maria College (PA)
Wellesley College (MA)
Wells College (NY)
Wheaton College (MA)

WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

ABOUT THE WOMEN'S COLLEGE COALITION

THE WOMEN'S COLLEGE COALITION is a voluntary organization of women's colleges nationwide. Members come from 23 states and the District of Columbia, and include public and private, independent and church-related, and two year and four-year colleges.

The Coalition functions as an advocate and information resource for women's colleges. It is primarily concerned with examining ways in which women's colleges work within the education community to support the intellectual, professional and personal development of women today.

Additionally, the Women's College Coalition operates a clearninghouse to disseminate information on women's colleges for use by the press, educational reserachers, and women's colleges themselves.

The Coalition was founded in 1972 as a project of the Association of American Colleges. It is governed by an Executive Committee of nine member presidents, chaired by Sr. Dorothy Ann Kelly, President of the College of New Rochelle. For further information contact Marcia Sharp or Ann Pauley.

PUBLICATIONS AVAILABLE FROM THE WOMEN'S COLLEGE COALITION

A Study of the Learning Environment at Women's Colleges
- **Full Study**, including complete tables and charts, Spring, 1981 193 pps., ($15.00 - currently out of print)
- **Highlights of the Study**, Spring 1981 - 32 pps., ($2.50)

Profile II: A Second Profile of Women's Colleges
- **Full Study**, including complete tables and charts, Summer 1981 138 pps., ($7.50)
- **Analysis of the Data**, Fall 1981 - 16 pps., ($2.50)

The Case for Women's Colleges: An Outline of the Literature, Summer 1981, ($1.00)

"Enrollment Trends in Women's Colleges" reprinted from **Trends and Patterns:** A Study of Enrollments in Higher Education 1970-1979, a National Center for Education Statistics publication, Fall 1981 ($2.50)

A Profile of Women's College Presidents, Summary Report, Spring 1982, - 20 pps., ($3.00)

Members of the
WOMEN'S COLLEGE COALITION

CALIFORNIA
- Mills College
- Mount St. Mary's College
- Scripps College

CONNECTICUT
- Albertus Magnus College
- Saint Joseph College

DISTRICT OF COLUMBIA
- Mount Vernon College
- Trinity College

GEORGIA
- Agnes Scott College
- Spelman College

ILLINOIS
- Barat College
- Mundelein College

INDIANA
- Saint Mary-of-the-Woods College
- Saint Mary's College

KANSAS
- Saint Mary College

LOUISIANA
- Newcomb College, Tulane University

MARYLAND
- College of Notre Dame of Maryland
- Goucher College
- Hood College

MASSACHUSETTS
- Bay Path Junior College
- College of Our Lady of the Elms
- Emmanuel College
- Mount Holyoke College
- Pine Manor College
- Radcliffe College
- Regis College
- Simmons College
- Smith College
- Wellesley College
- Wheaton College

MINNESOTA
- College of St. Benedict
- College of St. Catherine

MISSISSIPPI
- Mississippi University for Women

MISSOURI
- Stephens College

NEW HAMPSHIRE
- Colby-Sawyer College
- Rivier College

NEW JERSEY
- Caldwell College
- College of Saint Elizabeth
- Douglass College, Rutgers Univ.
- Georgian Court College

NEW YORK
- Barnard College
- College of New Rochelle
- Keuka College
- Maria Regina College
- Marymount College
- Marymount Manhattan College
- Molloy College
- Russell Sage College
- Wells College
- William Smith College

NORTH CAROLINA
- Salem College

OHIO
- College of Mount St. Joseph on the Ohio

PENNSYLVANIA
- Bryn Mawr College
- Carlow College
- Cedar Crest College
- Chatham College
- Moore College of Art
- Rosemont College
- Wilson College

SOUTH CAROLINA
- Converse College

TEXAS
- Texas Woman's University

VERMONT
- Trinity College

VIRGINIA
- Hollins College
- Mary Baldwin College
- Marymount College of Virginia
- Randolph-Macon Women's College
- Sweet Briar College

WISCONSIN
- Alverno College